DOCUMENT RESUME

ED 216 656 HE 015 138

AUTHOR Quay, Richard H.
TITLE On the Nature of Teaching and Teachers in Higher Education: A Bibliography of Harold A. Taylor. Public Administration Series: Bibliography P-996.
INSTITUTION Vance Bibliographies, Monticello, Ill.
PUB DATE Jun 82
NOTE 12p.
AVAILABLE FROM Vance Bibliographies, P.O. Box 229, Monticello, IL 61856 ($2.00).

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Academic Freedom; Activism; *College Instruction; College Role; Educational Change; Educational Objectives; Educational Philosophy; Educational Quality; Global Approach; *Higher Education; Humanities; Liberal Arts; *Teacher Role; *Teaching (Occupation); Womens Education; World Affairs
IDENTIFIERS *Taylor (Harold A)

ABSTRACT

A bibliography of approximately 130 materials authored, coauthored, or edited by Harold A. Taylor from 1951 to 1979 on the nature of teaching in higher education is presented. Specific topics include the following: student protests, radical reform, a world university, the United Nations University, the world as teacher, the humanities in the schools, philosophy and modern man, society and revolution, teacher in the world, the world and the American teacher, arts in America, freedom and authority on the campus, the goals of higher education, college presidents, women's colleges, new curricular needs of women, the quality of instruction, modern education and the progressive movement, education and freedom, moral values and education, the philosophical foundations of general education, the task of college administration, the role of the teacher in the educating process, liberal education, and philosophy's human responsibility. (SW)

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ED216656

Public Administration Series: Bibliography

ISSN: 0193-970X

June 1982

P-996

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ON THE NATURE OF TEACHING AND TEACHERS IN HIGHER EDUCATION: A BIBLIOGRAPHY OF HAROLD A. TAYLOR

by

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Harold A. Taylor is currently director of the Center for International Service at the College of Staten Island, City University of New York. Dr. Taylor's long and distinguished career in higher education has included the presidency of Sarah Lawrence College (1945-1959), lecturer at the New School for Social Research (1947-1949), and as visiting professor at several important foreign universities (1959-1975). In 1967-1968, he was director of a major national study of teacher education for the U.S. Office of Education. Dr. Taylor was chairman of the National Research Council on Peace Strategy, chairman of the U.S. Commission for the U.N. University, and a board member of the Institute for International Order. He is also a long time member of the Americans for Democratic Action. From 1965-1967, he was president of the American Ballet Theatre. Dr. Taylor also served as an officer for the Agnes de Mille Dance Theatre and the Martha Graham School of Contemporary Dance. Professor Taylor's unique background and experience in American higher education make this bibliography of special interest to those interested in understanding the many conflicting pressures on postsecondary education, especially in the 1960s.

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